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Author: L.G. Kelly

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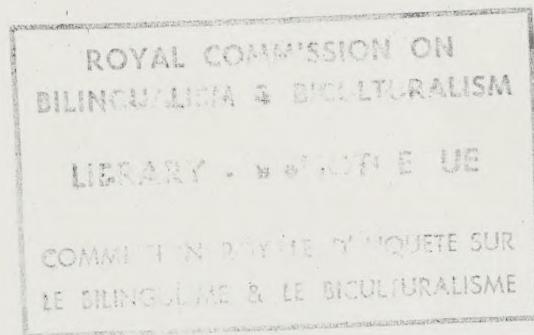
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Language Training in the Armed Forces

L.G. Kelly



February 1966

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Introduction

For the purposes of this report six training establishments were visited by Mr. H.C. Forbell and myself:

RCAF Station Centralia;

HMCS Hochelaga;

RCOC Depot, Long Point;

R22R Depot, The Citadel, Québec;

RCAF Station St-Jean;

Collège Militaire Royal de St-Jean.

The objects of the visit were to talk to those in charge of language training to find out (a) what they expected from language training; (b) how they went about obtaining it in terms of teaching staff, material resources, and curricula. As well, we observed teachers in action and were permitted to talk to students. Because of administrative difficulties (staggered courses, small numbers of students) it was not possible to assemble a representative sample of students to be tested with the Princeton tests in time for the completion of this report.

In general the aim of English teaching is fairly limited: to enable a pupil to follow service training in English and to give him a solid base for future language learning. It is therefore merely a course in linguistic survival skills: the student will have to keep working at his English after he

Introduction (2)

leaves the language school. The aim of the French teaching is slightly different: apart from the desirable aim of making an officer or an NCO capable of handling a man in his own language, it gives the English speaker an insight into the difficulties of operating in a foreign language.

1) RCAF Station Centralia.

9 November 1965.

The English language school is part of the Central Officers' School for the RCAF. The purpose of the school is to give those who do not speak English a good enough command of the language to be able to undergo the normal Air Force Training.

Course of Study

The English Course as such is divided into three parts: -

1. The Basic course of 13 weeks; (All trainees)
2. Technical training for 3 weeks (Aircrew) or 5 weeks (Nurses);
3. Pre COS course (For cadets only). *5 wks*

The course requirements stipulate a fortnights' leave, to be taken between the various stages of the course.

The basic material of the course is divided into 30 units, to be covered during stage I at the rate of 2 to $2\frac{1}{2}$ units a week. The 30 units include a total of 3100 words, a modified version of Thorndike's list. With derivatives and combinations of words it is hoped that a student would have command of about 8000 words. The units are of unequal size, varying from about 400 to 200 with some of the largest units at the beginning.

A typical unit consists of a reading passage arranged round a special topic; a special vocabulary to go with it; a series of dialogues to teach function vocabulary; Pattern Drills arranged in Frames or substitution tables; and a series of written and oral exercises. These are accompanied by lab tapes. Each pupil, of course, has a copy of the textbook. The pupil has roughly 15 hours of class on each unit.

Teaching Aids

There is a small language laboratory with twelve machines linked to a console. The machines are a standard Viking model with an optional loop attachment which can record from the master track of the machine and the pupil microphone. This obviates too much rewinding on the part of the pupil, for difficult passages can be recorded on the loop and the main machine stopped while the passage is drilled on the loop deck. Copying facilities are improvised from normal lab machines. I was impressed by the competence of the technician and by the state of all equipment, even though most of it was fairly old.

The class-teaching of pattern-drills is done with the help of an overhead projector which throws pictures to act as cues for the patterned responses. Transparencies with cue words

are laid over the pictures and as the class becomes more expert removed one by one. This type of teaching is done with or without books, depending on the teacher.

There was no library in evidence - I assumed the camp library would be sufficient. There was, of course, a blackboard in every classroom.

The most interesting aids were in the technical training room. There future aircrew were trained in language use in a simulated situation. Twelve Harvard cockpits were disposed around the room with the controls linked to a series of lights and dials visible to the instructor. Each student wore earphones and had a microphone. At first the normal conversation between pilots and control tower was used with no noise interference. Then as pupils became more expert, noise of various types, static, white noise, aero-engines, was fed into the system to get the Cadets used to operating under difficult conditions.

Use of Military Life

The Cadet wing is organized like a unit in miniature with all the appurtenances of a military organization. Ranks and function are in English. Although I did not witness a defaulter's parade I am told that these are conducted in English.

It was emphasized to us that the prime function of the school was not military, but linguistic training, and hence it was felt that an over-emphasis on the military aspects of camp life would militate against effective language-teaching.

Teaching Staff

There are 9 on the language staff, all teachers drawn from the Ontario system. They are required to have a university degree and a recognized teaching certificate with some teaching experience, but not necessarily in English. A new entrant is assigned to observation for a few days before being given his own class - in the usual way in the teaching profession he learns on the job. The teaching staff, who keep their civilian status, do not handle administrative details except those which directly concern the progress of their students. All disciplinary matters, timetabling and other administrative chores which usually intrude on a teacher's time are handled by the administrative staff, who are regular officers of the RCAF.

Each teacher has a class of 8 (at the most) assigned to him, which he keeps for 3 weeks, then passes on to another staff-member. They teach for six 50-minute periods a day with no other set duties beyond marking examinations. The head

teacher is also in charge of "Course Development". This is necessitated by the constant technical development of the Air Force which has made much of the old course obsolete. However the teaching load has become such that the course development has had to be stopped at a most awkward stage and there is no time to re-record out-of-date tapes. The quality of the teachers themselves varies widely. Observation of three of them in action showed that one had a very good idea of where she was going and an awareness of the needs and mood of her class. At the other end of the scale was one who seemed to have forgotten that blackboards were ever invented and who contrived to make an interesting reading lesson a pupil's nightmare.

The turnover of staff is not great. The comparative remoteness of Centralia and the low salaries do not attract staff, but the other advantages of easy discipline and fewer extra-curricular activities tend to hold what they have.

Pupils.

The pupils are nurses or officer trainees whose English is below standard. Though we are concerned mainly with French Canadians in this study it should be mentioned that

Commonwealth & NATO trainees take the course too. On entering the school the pupils are assigned their place in the course by tests in the 4 language skills. Those who are falling behind are put back to a suitable level; so there are very few failures at the school itself. Passing out is determined by a test based on the 4 skills.

Centralia is usually the first station these recruits are sent to from the recruiting depots. The programme has to be kept flexible as recruits are liable to arrive any time and have to be dealt with. The nine courses now in operation are staggered according to a plan worked out by the Officer in charge of the school; thus a pupil can be fitted into a system which is flexible enough to deal with all sorts of levels of English.

Atmosphere

However there was a most disturbing air of discontent among the service personnel in the school. Part of the complaint rested in the inadequate accommodation: there were not enough classrooms and the facilities for staff and students were inadequate. There was the complaint that the pressure of teaching in the classroom prevented the completion of the Course Development

project. The Regular Force staff felt that they were not receiving sufficient warning from RUs about recruits and that conditions at Centralia were being misrepresented. There seemed to be a general air of futility and helplessness in the Unit. One feature which worried the officers concerned was the high CT rate of Centralia graduates, for which they seemed to feel that the school, through no fault of its own, was to blame.

In my view the low morale of the service staff is seriously hampering the school. Whether one can go along with their strictures on Training Command and its attitude to them, is none of the Commission's business, but unless the administrative situation is corrected the effectiveness of the school will be nil very soon. My own feeling is that now the school is not an efficient educational establishment: I am not competent to judge it from a service point of view. The most pressing need is the release of teaching staff from other duties to complete the Course Development and the rerecording of the tapes to go with the new material. This could be a factor in the correction of the morale situation.

Conclusion

The possibilities of Centralia as a language school are good, but for reasons outside the educational province, the school is not performing as it should.

2) HMCS Hochelaga (11 Jan 1966)

HMCS Hochelaga is a shore training establishment in the suburbs of Montreal. It receives ORs, outfits them and sends them for their basic training at Cornwallis, Nova Scotia. English-speaking recruits are sent direct to Cornwallis; French recruits whose tests show considerable lack in English are retained for various periods at Hochelaga.

Course of Study

The English course (of 16 week's duration) is divided into 4 phases: Basic, Intermediate, Advanced, Senior. A recruit can be fed into any stage of the course, or can be advanced or recoursed at any time his class results warrant.

The text books used at present are adaptations of the English texts developed and used at RCAF Station St-Jean. The adaptation consists mainly in removing specifically Air Force terms and substituting Naval terms and situations. Unfortunately they have not kept up with the revisions carried on at St-Jean; they are now dissatisfied with the course and are considering changing to English 900. A full description of the course as it now stands will be found in the section on RCAF Station St-Jean.

One disadvantage, not, however, a serious one, is that the Basic and Intermediate phases are taught according to a fairly new revision while the other two are taught according to an old,

which will not be revised as the whole course is due to be replaced in the near future.

Teaching Aids

There is a small language laboratory with twelve machines and a console. It is as versatile as most language labs, but as the machines are obsolete and giving trouble they are due to be replaced by TRW machines. There are also a number of Philips tape-recorders which are in use as copying machines. These are housed in the training aids section which is separate from the school itself.

The blackboard seems to be the only consistently used training aid in the classroom, and it was not well used either.

There was a small library, mainly orientated towards professional subjects.

Though this had little to do with language-teaching we were rather proudly shown through the training aids section. Here, by a series of photographic and printing processes any chart or slide can be turned out. The original is usually made

up from a sketch by a college process, a printing plate of some kind made by photography and then reproduced. Textbooks are made by typing on offset plates with IBM proportional space typewriters and then the Queen's printer Prints the books. It was noticeable that there were no language training aids being made.

Use of Military Life

As far as possible the training in Military subjects (Drill, etc.) and Seamanship is carried out in English. Apart from this, however, little is done to link in military life with the English course. As at Centralia it is felt that over-emphasis on military atmosphere will militate against effective language-learning.

Teaching Staff

There are 8 teachers on the staff. They are required to have a University Degree, not necessarily in English, however. They are drawn from the Quebec system - being hired, in fact, by the Province for the DND. Assignment of teachers to schools is done by agreement among the representatives of the Forces who sit on the interviewing board. The senior teacher at Hochelaga, who answered most of our questions, described the professional situation under which his teachers and those of other military bases find themselves.

First, the ceiling is \$7500. They do not get seniority increases at the same rate as teachers in the provincial system as this type of post is classed as temporary. Also there is no provision for superannuation or pension plan attached to the job. The third disadvantage is the length of time they are teaching - they get only the normal 3-week civil-service holidays. Later at Station St-Jean the other side of the coin was brought to our notice. A teacher may elect to join the Teachers' Superannuation plan at double contributions: the hours of teaching are comparatively short, giving them the opportunity to carry on with their studies and, as discipline is a service matter, the most nerve-wracking aspect of the job loses its sting. However the balance is against the teachers in the important aspects of job-security and salary, when compared with other members of the profession.

At Hochelaga the teaching day is divided into six 40-minute periods beginning at 8:10 finishing at 2:40. This early finish is designed to attract teachers who are doing degree work after hours. The only extra-curricular activity is filling in reports on students - this is done every week by all who have anything to do with training. The student's time is so full that there is no time for extra coaching, even if it is necessary.

The average teacher-pupil ratio is 1 to 8: 1 to 6 is considered minimum and 1 to 12 the absolute maximum. Some sort of supervision is exercised by the Senior Teacher, but it is irregular and harmless. Another of the Senior Teacher's special duties is Course Development. But with the adoption of English 900 this will probably change.

Though the Senior teacher had been at Hochelaga for 11 years, this year's staff was new. One of the conditions of life at Hochelaga is uncertainty on whether the school is going to shift to Cornwallis or not; hence all of last year's staff left. In any case staff do not remain more than 1 or 2 years. It was fairly obvious from observation of the teachers that most of them were still fairly raw.

Pupils

The pupils are recruits who wrote their selection tests in French. They are ordinary seamen, although I am told that officer material is occasionally channelled into the school by mistake. The students are assigned their places by the Lado and Davis English tests and an Interview with the Senior Teacher, the officer in charge of the school and the officer in charge of training. Those students who are not sent straight to Cornwallis as a result of the tests are fed into the course at various stages

dependent on their standard. Passing out of the school is dependent on a test given by the class teacher and by a personal assessment of his ability to survive in English.

During the course pupils are streamed according to their abilities in English and spend three weeks with one teacher before being handed on. The normal time allowance for the course is sixteen weeks, but two recourses are possible, giving the course a maximum duration of 24 weeks.

I handled a class that was in its 14th week. Aural comprehension and reading were good; but expression was restricted in spite of the fluency of what they did know.

General Comments

The situation at Hochelaga from the morale point of view was satisfactory. However it was felt by both the senior teacher and the Service people that Service appointments to the school could be longer. I also got the impression that the teaching personnel would not be very surprised if the school folded. The general air of uncertainty about the fate of the school is complicated by speculation about the effect of integration on the place. This has not, however, affected morale or efficiency, most of the people concerned having adopted a wait-and-see attitude.

However the attitude of the training staff at Cornwallis was not described in glowing terms. It was felt that the instructors at Cornwallis did not realize that 16 weeks' instruction did not make a bilingual trainee; and that they made insufficient allowances for language difficulties; there were even stories of recruits being put on charge for not obeying a misunderstood order. There is a large wastage rate of French-Canadian Trainees - but Hochelaga feel that they are not to blame.

Conclusion

Hochelaga is generally sound. There is good co-operation between Service and Civilian personnel, but more highly-developed professional skills are needed in the classroom.

3) RCOC Apprentice Training Company

Long Point 12 Jan. 1966

The situation at RCOC Depot, Long Point, is complicated by the fact that English as a foreign language is given as part of a general course to Apprentices who are not up to the minimum education standard required by the Army. The English-speaking Apprentices are dealt with according to the Montreal Protestant School Board syllabus; and the French-speaking according to the Catholic School Board with a very heavy accent on English. Some French is also taught as a sideline to officers.

Course of Study

The Apprentices have a very heavy week - 50 40 - minute periods of which 25 (the morning periods) are spent in academic work and 25 (the afternoon periods) in Military Training. Depending on their level of attainment on entry they can spend one or two years at Long Point before being enrolled as Regular soldiers and sent on to specialist training depots. 15 out of the 25 periods are spent on English. The other 10 are spent on mathematical subjects.

The course is an adaptation of the St-Jean (RCAF) English course. Like the Hochelaga Adaptation this consists mainly in removing Air Force content and replacing it by material

appropriate to the Service arm involved. The oral-aural orientation of the course is modified slightly as the teachers have room to move in the extended course and under the pretext of teaching English do give an introduction to Geography and History. The aim was to give the Apprentices 2000 words a year.

Teaching Aids

There is a Lab of 24 machines and one console. It can be used either as a unit or individual machines can be isolated from the circuit. Sight lines in the lab were good - both to and from the booths and a black board had been put up for teachers' use. Every teacher who taught English used the lab; every student was assigned a machine and given a sheet of instructions. The teacher in charge is expected to exercise very strict control, the student operating each machine on word of command only. As is obvious from the instruction sheet, this is rather complicated lab from both the pupils' and instructors' viewpoint. It seems to be operating quite efficiently and, as yet little really uncorrectable mechanical trouble seems to have arisen.

There are a few other Visual Aids in use. There is an artist's workshop in the camp - a miniature of the Hochelaga set-up. This is engaged in putting charts on Transparencies - but language training aids are only a very small part of their work.

Teaching Staff

There are 7 teachers dealing with the French apprentices, 4 of whom teach English only. They are required to have a Degree. Until very recently men were required - but shortage of teachers necessitated the hiring of female teachers. Much to the interest of the Officer in Charge this seems to have had a beneficial effect. Though teaching experience is not required a quality demanded is "maturity", a very difficult concept to define. Another most important qualification is that they must be Canadian citizens.

They teach a normal load of 6 periods a day, and have ample time to follow university courses, a very important inducement. They have no extra-curricular duties, beyond class preparation if they feel like it. There is a senior teacher who administers the school as an educational institution - he does not touch the military aspects at all. Like the senior teachers elsewhere he gets no extra pay. The teachers do not do any

extra coaching. Even if they were willing to do so it is doubtful whether the crowded curriculum of the school would leave much time for this. Besides the pupils have already had an unsuccessful academic career and they have to be talked into doing academic work in work time. The teachers have to face a motivational problem, and to know how to deal with it.

The quality of the teachers is mainly good. They all seem to handle their classes well with due sensitivity to class moods. They are supervised in that the quality of their teaching is judged on their results and they are seen infrequently by the senior teacher and the forces officers concerned.

Pupils

The pupils are assigned to the various course levels by using the Lado Test, an interview with the senior teacher and school Adjustant, and an examination of their background. This includes school record, home background and anything else that could have a bearing on progress. The Apprentice school operates a fairly normal training year. The language courses are not staggered as in other training establishments. This makes for a stable population and for easier relations between class and teacher. The classes are not larger than 12 and can fall to 9.

I spoke to some of the language trainees in English. Comprehension was good, and so was their expression within a limited range. They had trouble, however, when I spoke at a normal pace. As far as I could judge in the strained situation of speaking to an official visitor, they seemed quite willing to speak English if it was put to them slowly and carefully. Whether they could follow normal training was doubtful. They would require quite careful and tactful handling.

General Points

As far as the academic side of the school was concerned the Civilian head teacher seemed to have a very large measure of control. He seemed to bear responsibility for most of the Organization of classes, teacher assignment and teacher supervision. Of the five senior teachers we saw he definitely had the most power.

The teaching is carried out in converted living quarters. This has certain disadvantages: -

The rooms are long and narrow and in a couple I saw lighting was not good. Reverberation and sound coming through walls was likewise a problem. Movement of students is difficult because of the layout of the buildings and the length of the corridors.

Conclusion

This school is quite efficient and seems to be doing a fairly good job of training.

Royal 22nd Regiment. Compagnie des Langues 13-14 Jan.

The language school of the Royal 22nd is housed in the Citadel at Quebec. French-speaking recruits for all corps are passed through this Depot, spending between 28 and 40 weeks there in learning English. The French course is about 5 months and is given to Officers and NCOs of all arms.

Course of Studies

a. English

The English course is a fairly flexible one. Its maximum length is 30 weeks, taking into account those who are recoursed. The official time for a full course is 19 weeks, which can, however, be shortened for those who already have some competence in English.

The course is based on Let's Speak English (Wevers, Thiell and Robertson) with mimeographed material to supplement the exercises. The nineteen weeks is broken by 5 series of oral and written tests, which determine whether a student is to be recoursed or advanced. Translation techniques are used quite frequently to reinforce the Oral-Aural teaching and part of the periodic tests consists in oral translations of French into English. The reverse type of translation has no place in the course. A student's aural skills are drilled by running all classes in English.

b. French

The School uses Voix et Images de France, 1e and 2e degré. It is supplemented by ALM, which supplies structural drills that VIF lacks. The mixture seems quite satisfactory.

Teaching Aids

There are two language labs - each of 24 machines, installed in 1963. Each has a two-place console with a record turntable attached and have the capabilities of most labs. However Dictaphone Corporation who installed the lab, have since gone out of the language laboratory business. At least 4 of the 48 machines are out of action and professional servicing is just not being done.

The English lab is handled by one teacher only, while the French lab is used by the teacher handling the class. Individual use of the machines is frowned on unless there is a teacher present.

Quite considerable use is made of Visual Aids in the classrooms. There is a very free, if at times unskillful, use of the blackboard. For conversation lessons large photographs and charts are used. Teachers prepare their own visual aids.

It is a pity that an artist's section like the one at Long Point is not available. Where visual aids for any sort of training are really considered necessary they can be ordered through Headquarters in the usual Army manner. However cost becomes a factor, as does the time necessary to get the materials.

There is no pupils' library apart from the normal teachers' collections of books.

Use of Camp Life

The language trainees are organized in a separate Company. The French-speakers, being recruits, are housed in barracks in the Citadel itself. There is no compulsion to speak English - though many do. However, even before they reach the language company they have had some introduction to English. After the first two weeks' introduction they are given the first 7 week phase of their basic military training, in French but with all terms in English. As this is a French regiment most of the day to day business is carried on in French and, unlike bases elsewhere English is not used to any great extent.

The students of French are in a different position. Being more senior men - in some cases NCOs and Officers with ten years' or more service, they are placed with French-speaking

families in the town. Completely unilingual families are preferred for obvious reasons. Thus reinforcement of classroom work comes from an environment outside the depot. I did not think it tactful or wise to question these men on language use in the Sergeants' Mess. From my own experiences in the Officers' Mess both languages were used indifferently and I can only conclude that the situation in the NCO's mess was similar.

Teaching Staff

On the English side there are 19 teaching staff, on the French, 5. The teacher who has been the longest at the Citadel is, in the usual manner, designated Senior Teacher, and is charged with the organization of his particular Wing i.e. assigning classes, supervising testing, plugging gaps in the course. They are hired under the same arrangement with the Province as teachers elsewhere, requiring the same qualifications. This means that the Commandant has, on his own responsibility, guaranteed permanence and grants, where he considers it warranted, applications for study leave.

The Royal 22nd does not train its teachers. They go through a short familiarization and observation period before being assigned to a group of pupils.

Of all the military bases the Citadel gives its teachers the heaviest load. Besides the teaching load of 28 periods a week they are asked to prepare special teaching materials and to take turns in supervising and assisting at an evening study session organized by the Captain in charge of the Company. From all points of view this was the most attractive group of teachers we saw. Indeed the strength of the Citadel school lies in the excellent relationships between civilian and service staff, and in the personalities of its teachers.

On the whole the staff is somewhat younger than elsewhere, and while it is difficult to fault them on teaching technique and on class handling, I felt that some of them lacked the instinctive precautions teachers take to avoid talking with one's back to the class and to make sure that no one member of the class ever felt he was forgotten. One rather grave problem that the young teachers fluffed and the older people handled well was the reverberation in the rooms. The classrooms were small rooms with vaulted ceilings. The reverberation problem was, of course, increased by pitch and volume of voice and with one teacher in particular who taught in an unnaturally loud voice, the acoustic results were fascinating and varied as I moved round the room.

I was interested to see the spread of nationalities on the English side. A native Irishman headed the team which was a mixed bunch of Americans, French-Canadians and English Canadians. The French side was headed by a Frenchman, the rest were French-Canadian.

The civilian staff seem fairly stable, though one girl confessed that another round of VIF-I would drive her mad. There is, however, a fair turnover in service personnel. The present Officer in charge of the Compagnie des Langues is an Artillery Officer due for replacement in March. He, in turn has been in this post only a few months. The Service establishment is some lieutenants short - but this does not seem to be troubling them. Teachers are given a few days to familiarize themselves with the work and then take over. They are not supervised very closely. On my asking about this it seemed to be almost taken as a suggestion.

Pupils

a. English

The pupils are recruits for units other than the Royal 22nd. On arrival at the Depot they spend 2 weeks in kitting and in undergoing English tests. The tests used are

the Davis and the original Princeton tests. The Lado test is considered unsuitable because it is orientated towards Spanish speakers, and is a fairly complicated thing to administer. The intercalation of 7 weeks Military training gives the Staff time to do the desk work of correcting the tests, assigning pupils to classes and classes to teachers.

The class size varies between 6-14 with about 8 being considered ideal. Quite extensive recoursing is possible, if necessary. There are very few who drop out of the School.

b. French

Alternate NCO and Officer courses are held in French - at present the men who go on course are volunteers. I spoke to a couple doing the 2e degré. Their French was sound and fluent but their pronunciation was not good. This seemed to be a general pattern in all the French classrooms visited, and one might add, in every other place where VIF was being used.

General Points

Language teaching in the Citadel is in a very healthy state. The Service personnel are interested in the work and the civilian personnel are efficient and very likeable. The main

difficulty is the physical plant - the stone-walled classrooms with the barrel-vault ceiling produce very interesting echo effects - given the right kind of voice. At some expense the two language labs have been damped down with a level plywood ceiling which is satisfactory but expensive.

Student and Staff facilities are good - from the point of view of work - space and recreational facilities.

RCAF Station St-Jean 18-19 Jan. 1965

St-Jean is an Air Force equivalent of the Citadel - it takes in recruits from the Province of Quebec and trains them in English to fit them to take trades training. The French course is given to Officers and Senior NCOs.

Course of Study

a. English

The entire English course must be taken by all trainees. It falls into 4 Phases, numbered in the latest revision Introductory, A, B, C, but corresponding exactly to the 4 Phases of the older revisions in use at Hochelaga and Long Point.

The course is divided up into units, each of which is a day's work, that is 4 classroom and two lab periods. In the first three phases the vocabulary is selected according to Thorndike's list, with certain additions of military vocabulary. This is about 2000 words. This takes the first 18 weeks of the course. The last 3 weeks are spent on a 700 word technical vocabulary. These words were selected on the basis of common use in various trades in the Air Force. The students each have the text of the course in front of them in mimeographed and bound form. The teachers have a version of the textbook with a teaching guide attached. Each step and procedure of the course is well laid out.

Each unit contains a reading exercise and grammar and vocabulary drills. Translation is not used as a teaching aid at all - meaning is taught by definition and context. Grammar is taught by various completion and variation drills. The emphasis is on Aural-oral skills. Writing does not come into the course until quite late. As befits a language course fitting a man to follow training, comprehension skills are heavily emphasized. The Trainee's receptive skills are to be at a native level by the end of the course - his oral expression at 60% native ability and his writing skills minimal.

The course is being continually updated by a small research division headed by a Flight Lieutenant. Civilian teachers are seconded to this work in rotation. The reference library they have at their disposal is small, and orientated towards Structural linguistics. There are also sample English courses of various types, from the formal to the most informal, elements of which appear in the course as it stands at the moment.

b. French

This course is offered only to Officers and Senior NCOs. It is divided into 3 grades. The most elementary uses VIF 1^e degré only. The second uses elements of VIF with extra material produced by the research division. The third uses a programmed course developed at the school.

Teaching Aids

The language laboratory facilities are quite extensive and specialized. They are disposed in 4 rooms. There are 60 positions of which only 12 or so have recording units in the booths. These machines are the ordinary Dictaphone model seen elsewhere. The other units are headphone and microphone sets, linked to consoles. The upkeep is in the hands of service technicians who are very competent. Despite the fact that the lab machines are Dictaphone models no trouble was reported with them.

The use of visual aids is very highly developed. Charts were very much in evidence, and in the lessons I saw the blackboards were well used. Other Visual aids like projectors and movies are also used as needed. There are, however, a few complications. The OC of the school has asked for miniature plastic models of things like car and aero-engines. There are such models on the market which can be quite easily taken apart for demonstration purposes. However on the OC's request for these materials a cut-away aero-engine was sent to the school. It is far too heavy to be manoeuvred successfully in the school and one wonders when it is going to go through the floor. However, there is also a cut-away version of a No. 4 rifle

mounted on a demonstration tripod which would fit in very well with one of the later lessons in the Technical section. This is portable and can be easily used to supplement textbook illustrations.

VIF is taught with all the equipment normally required in the course.

Pupils

a. English

Every new entrant who fills out his RU Forms in French is tested for standard in English. The Davis and Lado tests are used to determine competence in reading and oral comprehension. If the Recruit passes these two tests he is given an interview to determine his oral expression ability. Recruits competent in English ^{to} are passed on/the Manning Depot, the others are streamed into one of the 4 streams.

- a. Regular: 21 weeks
- b. Accelerated: 13 weeks
- c. Special Accelerated: 9 weeks
- d. Decelerated: 27 weeks

In the last course only 1 recourse is allowed; in the others there is no recoursing as such: students who are struggling are put down a stream. Those who consistently fall below standard are asked to go.

Among the many impressive things at the school, the bearing and the discipline of the recruits stood out. I was interested to see them just before a class standing at ease in a single line against the wall without blocking traffic while waiting for a class - this I did not see elsewhere.

b. French

As at the Citadel the students are officers or Senior NCO's, selected on a volunteer basis.

Teaching Staff

The teaching staff are civilian teachers hired under the same conditions as elsewhere. On arrival at the school they are taken in hand and given a fortnight's refresher course in teaching techniques and are introduced to the material they are to use. As practitioners I found them impressive but they did not have the personality of the teachers I had met elsewhere. While the classes were under good control I felt that certain of the younger teachers were unnecessarily sharp with their students. How much this was due to strangers in the room I don't know. However I did see at least one of the older teachers whose teaching was quiet and sound. He was one of the few whose instinctive reactions to a teaching situation were good. His class was placed

within easy turning distance from the blackboard and not one pupil was outside a fairly narrow arc of attention. His use of the acoustics of the classroom was excellent.

There are at present approximately 30 teachers on strength on the English side and 5 on the French. There is quite close and effective supervision of all teachers. They are observed once a month by the Phase Officers and anything unsatisfactory is pointed out to them. Failure to correct this is followed by another warning and a short training course on how to get over the difficulty. A third consecutive bad report brings a written report to the teacher giving a month's warning to smarten up. Failure to comply entails dismissal. There was one last Christmas.

Though there is no dissatisfaction with the job itself there is plenty with the working conditions. A deputation of teachers who spoke to us were not happy with the salaries or with the provision for superannuation plans. There was also dissatisfaction with the role and status of the Phase Officers - it was felt that these should be civilians. One of the most surprising complaints in view of the excellent organization was that as service appointments are usually for 3 years only they felt that the service officers could not take an interest in what they were doing. Both Mr. Forbell and myself found this

a rather staggering claim. There was the feeling that teaching was something special, outside the experience of any service personnel. This I do not agree with. Though the training in the subject is special in itself, there are only a limited number of ways of importing skills - especially under Service conditions and requirements - and it seems to me that Service personnel who are trained instructors are as competent as any Headmaster (and these are not necessarily language people) to administer a group of language teachers.

Administrative Staff

The Service Staff looks after purely administrative matters: timetabling of rooms, pupils and teachers; discipline; assessing and guidance of pupils and teachers. It was notable that while we had been guided around other schools with the help of the chief civilian instructors, in St-Jean we were looked after by the Service heads and came off as well informed.

The kernel of the system is the Chief Instructor and Phase Officer complex. There is a Chief Instructor in charge of each language, a Flight-Lieutenant who is directly responsible for the efficiency of each side of the school. The Phase Officers are Flight-Lieutenants whose function is primarily to counsel the

Recruits in Service matters. An essential part of their duties is a monthly visit to every teacher's room to see how he is performing and to measure up his pupils' results against his performance. The course of action taken in the case of sub-standard teaching has already been detailed. The Phase Officers also administer and mark the Tests which are set (with the assistance of the teaching staff) by a special Testing and Research Section.

The Testing and Research section is responsible for the production and issue of all teaching materials. In collaboration with the Chief Instructor on both sides of the school, it prepares modifications of the courses in progress. Contact with the realities of the classroom is kept through the participation of teachers in research development.

There was no talk about staff shortage and the establishment seemed adequate for the work it was doing.

General

The impression left by St-Jean was one of efficiency between and good feeling/Recruits, Service staff and Civilians. Of all the language schools visited it was the best. Likewise it had

few complaints about factors outside its control. It was good not to be regarded as a heaven-sent excuse to air difficulties and grievances or as a brain to be picked. The school knew precisely where it was going and how to get there.

Collège Militaire Royal de St-Jean Jan. 19-20

CMR is a case on its own, quite separate from the five language schools already discussed. It is part of the Canadian Services Colleges, a group of three colleges which acts in the manner of a federated university. The only college offering the full four-year bachelor's course is RMC at Kingston. Royal Roads at Victoria, B.C. gives the first two years of the course and CMR also gives the first two years with the addition of a Preparatory year which is the equivalent of a Senior Matriculation. French and English Officer cadets are accepted on a 60-40 ratio.. As far as the language teaching aim is concerned it goes far beyond the utilitarian, attempting to arrive at near-native fluency in both languages and to give to the learner some of the cultural background a native-speaker takes for granted.

Courses of Study

The options offered in English and French are to be found in Appendix I which is a photostat of the relevant pages of the English calendar.

In the courses of English as a second language English 900 has been integrated into the course. V.I.F. is used in the elementary courses of French as a second language but in September

1966, the French department will be trying out Le Français International (U of Montreal). A control group will be kept on V.I.F. to assess the relative effectiveness of the two courses at various stages. It is interesting to note that, as far as languages are concerned, French and English cadets do not follow the same courses, even if an individual may be fluent enough in the other language to benefit from a course given to his native counterparts.

The courses in language, both first and second, have two aims. The first is the purely utilitarian one of perfecting the 4 skills in both languages. It is noticeable that the written aim becomes more important as the cadet progresses. The other aim, and probably the more important, is giving students from the other culture a firm acquaintance with the intellectual baggage an educated man carries round with him. It is here that the real foundation for a proper understanding of the other culture is laid.

In the teaching of the mother tongue there are two entirely different approaches. In English the approach is mainly literary and on the linguistic side purely synchronic, i.e. it is not interested in language history. The British bias of the literary studies is also very noticeable and contrasts with the American bias of English as a foreign language. In

French the approach is a little less literary but more attention is paid to Canada. The linguistics taught has a diachronic bias. For the senior cadets there is an excellent course in Romance Philology which culminates in a treatment of Canadian French and its development. In line with the traditional French approach to language much more attention is paid to correct and elegant speech than is the case with English.

Staff

As is usual in institutions of University and College standing the Staff are picked primarily on academic qualifications. The aim is to have everybody with a doctorate. However out of an academic staff of about 80 at present 21 have doctorates, and an undisclosed number are working towards the degree. In the language department there are 5 doctorates, 4 in English and one in French. The staff are expected to teach efficiently and also to carry on research as in an ordinary university. I was struck by the youth of the senior men I talked to in the Language departments. With few exceptions they were under 40, and a good many of them in their early 30's. They are hired on the same basis as staff in a University.

From the staff-lists it is obvious that the staff of the French Department are native speakers while that of the English Department is the usual mixed bag of English-speaking, and French-speaking with an Armenian at the head of the department. This is in line with the general tendency in French Canada to insist on native speakers to teach French at all levels and not to worry too much about the provenance of English teachers. M. Pigeon told me that they had recently dismissed a Slav whose French had a strong Slavic tinge in both pronunciation and Grammar.

Pupils

The pupils are Officer-Cadets of the three Services. They can enter the college at two points. Those with Junior Matriculation or its equivalent go into the Preparatory Year; Those with Senior Matriculation, depending on their school standing, go into the first year which corresponds with a similar year in the other two colleges. For College entry the students have to pass an entrance exam, consisting of tests on elementary Algebra and Geometry and a test in their mother tongue consisting of an essay and a précis.

The foregoing had, of course, little to do with grading the pupils for second-language courses. In French they are graded on the G.G.M. battery; In English the usual Lado complex of tests is used. The academic framework does not allow the flexibility of recourseing that obtains elsewhere. However a student who fails his year can repeat once. For the quality of the candidate they get at CMR the prospect of sudden death is a stimulus more than a cause for despair.

Teaching Aids

Unfortunately the Commission's visit was badly timed from this point of view. They have a small language lab at present with fairly old but workable equipment. A new lab is just about to be installed in a special wing of the building - all we could see of it was empty rooms and technical specification of circuits and mountings. There is going to be a lab of 60 machines and a multi-programme console. The old lab will be kept to use in improving the use of the mother tongue.

The library was small, but good. It was well-laid out and had the normal borrowing facilities of any University library. As one might expect, all aspects of language were well covered. I did not see any visual aids as such used in the classrooms, beyond what was required for V.I.F.

Use of College Life

The first fifteen days of every month are known as the English fortnight in which the day-to-day business of the College, is carried on in English; the rest of the month is the quinzaine française, in which French is used. Classroom teaching is mainly in the first language. The relevant regulations are laid out in appendix ~~ff~~ 16-30; 16-31. We were there during the quinzaine française. Certain of the cadets I spoke to expressed some scorn of the classroom programme, claiming that the most efficient way to learn French was in the dormitories. The accents of some of them showed that this was indeed correct.

As far as possible a cadet is roomed with a cadet who speaks the other language, and the training squadrons are made up of cadets of both languages. All clubs are likewise open to cadets of both languages.

Bilingualism Awards

The authorities very forcibly drew over attention to the Bilingualism Awards. There are two grades shown by gold and red lanyards, worn on left shoulder. It is impossible to reach any position of authority without holding at least a red lanyard. At the time of writing 7 cadets (including one

English-speaker) hold gold lanyards, 74 hold red. These awards are given for ability in both languages and willingness to use them in appropriate circumstances. Their award is not irrevocable - they can be taken away for refusal to obey the rules governing language use within the college. They are open only to 1st and 2nd year people. The procedures governing awards are laid down in App. II which is a reprint of the relevant sections in the cadet's manual.

Apparently RMC (Kingston) is considering instituting the same system and CMR cadets have permission to wear their lanyards when they pass on.

Future Developments

A full-scale phonetics research lab is planned, and teaching space has been set aside for it. Its aim is to give students an idea of what physical activity is involved in the act of speech and to lay a base for the understanding of differential phonetics. The equipment to be installed is mainly electronic - oscillographs, sonographs and other tools of acoustic phonetics.

The two language departments are to be realigned in the near future by forming a Department of Second Languages. This new department would group the staff who are at present engaged

in teaching French and English as Second languages without losing touch, it is hoped, with their colleagues who teach the first languages. This is still in the planning stage and no date is set for the change-over.

A subject of more pressing concern to everybody, from the Commandant down, was the addition of a 3rd and 4th year to CMR. Despite the unfavourable reception the idea has received in official quarters, CMR seems to take it for granted that further close examination of the problem will bring about a change of attitude. From the language point of view it was felt that an extra two years would serve to root in the second language really well. However this is not the place to argue out a matter that has proved contentious and whose advantages and disadvantages are fairly evenly matched.

Standard of Teaching

Examination of students' scripts and essays showed a fair standard of work was attained. Those that I saw were well set out, well reasoned and the research had been done on them in a scholarly manner. Teachers' marks on the work were careful and comprehensive. In the senior years the standard of language used was good, even from those who were operating in a

second language. The improvement over entry exams was especially marked in the French cadets. French is, of course, much more formal in its approach to written language than English.

The standard at CMR is excellent.

Summary and Suggestions

1. Course of Study

a. Length

In the language schools the time devoted to language is too short to really learn the language; but any lengthening of the course would adversely affect a man's seniority, which does suffer already because of the extended period of the French Canadians training.

I would recommend that the first training period should be left at 18-24 weeks and a refresher course of about 3 weeks given when a soldier passes from T.G. 1 to T.G. 2. In this way a soldier's seniority would not be too seriously affected and he would get a refresher course at a time most effective for recall and least damaging to his professional interests.

b. Texts

If the Armed forces are to continue making their own courses according to their own needs, the present system will have to be centralized. To a great extent it is centralized already with three schools using the same English course. But there is at present much duplication of time and effort; the situation at COS (Centralia) over the unfinished course is an extreme example of what can happen. I would hesitate to suggest handing this matter over to C.M.R. They are not equipped to handle the work involved. The team at RCAF Station St-Jean seem to be quite well set up to do research for all the schools.

c. Language Labs

After installation all equipment should be maintained by electronics technicians from the Regular Force. Tape-recorder installations are well within their scope and this would solve some of the trouble with Companies like Dictaphone.

d. Visual Aids

Where Visual Aids are needed they should be discussed and produced by a Training Aids section of the type of that at Hochelaga. Teachers should be made aware of their importance.

2. Teaching Staff

a. Engagement

To correct abuses already noted in the employment of teachers, considering that Provincial syllabuses are nowhere fully applied, Teachers should be hired directly by D.N.D., given permanence of employ after a year's probation, and a salary recognizing seniority, qualifications and skill.

b. Supervision

The system of supervision of teachers as applied at RCAF Station St-Jean should be maintained and extended to all language schools. There is nothing to be gained by appointing civilians as Phase Officers: they would not be qualified to judge the military side.

c. Training

Where possible teachers with permanence of employ should be allowed and encouraged to attend refresher courses in Training Techniques in both Service and Civilian establishments.

Pupils

a) The advantages claimed for the manner of handling pupils at the Citadel should be further assessed. From many points of view the delay between kitting the recruits and beginning Language training is a good idea:

- i The teaching staff are given time to grade and assign recruits.
- ii The recruits have time to get used to the army environment before being presented with a new language.
- iii The short refresher course in Military subjects at the end of the course will over-compensate for any forgetting due to the fact that one is relearning motor and intellectual skills within a comparatively short time after the first learning.

b) As the recruits and apprentices have been given merely minimal language skills they should be handled later by bilingual instructors. This does not mean that I consider that Forces training should be in French, but that explanations in French should be available.

c) Officers and NCOs who are reasonably certain that they will be handling French men, should/given courses in French. The advisability of using VIF only should be reassessed to see whether it would be advantageous to introduce a written component into the course to help fix the language by kinesthetic and visual means.

Placement of Language Schools

I would suggest placing language schools in centres like Quebec and Montreal for the following reasons.

- a) Easier recruitment and holding of good teachers
- b) As the French-Canadian detests being removed from his environment, placing language schools in French metropolitan areas would help him make the transition to Service life a little more easily. It would also give the English-speakers learning French a chance to pick up French from the environment, if French-Canadians will speak French and not broken English to them.

For motivational reasons,

- c) French and English should be taught in the same school. The knowledge that somebody else is having an equal amount of trouble learning the recruit's own language might help to lessen any resentment at being forced to learn the other language.

R. FRITH

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Language Training in the Armed Forces

L.G. Kelly

February 1966

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Appendix I CMR Course Regulations

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Introduction

For the purposes of this report six training establishments were visited by Mr. H.C. Forbell and myself:

RCAF Station Centralia;

HMCS Hochelaga;

RCOC Depot, Long Point;

R22R. Depot, The Citadel, Québec;

RCAF Station St-Jean;

Collège Militaire Royal de St-Jean.

The objects of the visit were to talk to those in charge of language training to find out (a) what they expected from language training; (b) how they went about obtaining it in terms of teaching staff, material resources, and curricula. As well, we observed teachers in action and were permitted to talk to students. Because of administrative difficulties (staggered courses, small numbers of students) it was not possible to assemble a representative sample of students to be tested with the Princeton tests in time for the completion of this report.

In general the aim of English teaching is fairly limited: to enable a pupil to follow service training in English and to give him a solid base for future language learning. It is therefore merely a course in linguistic survival skills: the student will have to keep working at his English after he

Introduction (2)

leaves the language school. The aim of the French teaching is slightly different: apart from the desirable aim of making an officer or an NCO capable of handling a man in his own language, it gives the English speaker an insight into the difficulties of operating in a foreign language.

1) RCAF Station Centralia.

9 November 1965.

The English language school is part of the Central Officers' School for the RCAF. The purpose of the school is to give those who do not speak English a good enough command of the language to be able to undergo the normal Air Force Training.

Course of Study

The English Course as such is divided into three parts: -

1. The Basic course of 13 weeks; (All trainees)
2. Technical training for 3 weeks (Aircrew) or 5 weeks (Nurses);
3. Pre COS course (For cadets only).

The course requirements stipulate a fortnights' leave, to be taken between the various stages of the course.

The basic material of the course is divided into 30 units, to be covered during stage I at the rate of 2 to $2\frac{1}{2}$ units a week. The 30 units include a total of 3100 words, a modified version of Thorndike's list. With derivatives and combinations of words it is hoped that a student would have command of about 8000 words. The units are of unequal size, varying from about 400 to 200 with some of the largest units at the beginning.

A typical unit consists of a reading passage arranged round a special topic; a special vocabulary to go with it; a series of dialogues to teach function vocabulary; Pattern Drills arranged in Frames or substitution tables; and a series of written and oral exercises. These are accompanied by lab tapes. Each pupil, of course, has a copy of the textbook. The pupil has roughly 15 hours of class on each unit.

Teaching Aids

There is a small language laboratory with twelve machines linked to a console. The machines are a standard Viking model with an optional loop attachment which can record from the master track of the machine and the pupil microphone. This obviates too much rewinding on the part of the pupil, for difficult passages can be recorded on the loop and the main machine stopped while the passage is drilled on the loop deck. Copying facilities are improvised from normal lab machines. I was impressed by the competence of the technician and by the state of all equipment, even though most of it was fairly old.

The class-teaching of pattern-drills is done with the help of an overhead projector which throws pictures to act as cues for the patterned responses. Transparencies with cue words

are laid over the pictures and as the class becomes more expert removed one by one. This type of teaching is done with or without books, depending on the teacher.

There was no library in evidence - I assumed the camp library would be sufficient. There was, of course, a blackboard in every classroom.

The most interesting aids were in the technical training room. The future aircrew were trained in language use in a simulated situation. Twelve Harvard cockpits were disposed around the room with the controls linked to a series of lights and dials visible to the instructor. Each student wore earphones and had a microphone. At first the normal conversation between pilots and control tower was used with no noise interference. Then as pupils became more expert, noise of various types, static, white noise, aero-engines, was fed into the system to get the Cadets used to operating under difficult conditions.

Use of Military Life

The Cadet wing is organized like a unit in miniature with all the appurtenances of a military organization. Ranks and function are in English. Although I did not witness a defaulter's parade I am told that these are conducted in English.

It was emphasized to us that the prime function of the school was not military, but linguistic training, and hence it was felt that an over-emphasis on the military aspects of camp life would militate against effective language-teaching.

Teaching Staff

There are 9 on the language staff, all teachers drawn from the Ontario system. They are required to have a university degree and a recognized teaching certificate with some teaching experience, but not necessarily in English. A new entrant is assigned to observation for a few days before being given his own class - in the usual way in the teaching profession he learns on the job. The teaching staff, who keep their civilian status, do not handle administrative details except those which directly concern the progress of their students. All disciplinary matters, timetabling and other administrative chores which usually intrude on a teacher's time are handled by the administrative staff, who are regular officers of the RCAF.

Each teacher has a class of 8 (at the most) assigned to him, which he keeps for 3 weeks, then passes on to another staff-member. They teach for six 50-minute periods a day with no other set duties beyond marking examinations. The head

teacher is also in charge of "Course Development". This is necessitated by the constant technical development of the Air Force which has made much of the old course obsolete. However the teaching load has become such that the course development has had to be stopped at a most awkward stage and there is no time to re-record out-of-date tapes. The quality of the teachers themselves varies widely. Observation of three of them in action showed that one had a very good idea of where she was going and an awareness of the needs and mood of her class. At the other end of the scale was one who seemed to have forgotten that blackboards were ever invented and who contrived to make an interesting reading lesson a pupil's nightmare.

The turnover of staff is not great. The comparative remoteness of Centralia and the low salaries do not attract staff, but the other advantages of easy discipline and fewer extra-curricular activities tend to hold what they have.

Pupils.

The pupils are nurses or officer trainees whose English is below standard. Though we are concerned mainly with French Canadians in this study it should be mentioned that

Commonwealth & NATO trainees take the course too. On entering the school the pupils are assigned their place in the course by tests in the 4 language skills. Those who are falling behind are put back to a suitable level; so there are very few failures at the school itself. Passing out is determined by a test based on the 4 skills.

Centralia is usually the first station these recruits are sent to from the recruiting depots. The programme has to be kept flexible as recruits are liable to arrive any time and have to be dealt with. The nine courses now in operation are staggered according to a plan worked out by the Officer in charge of the school; thus a pupil can be fitted into a system which is flexible enough to deal with all sorts of levels of English.

Atmosphere

However there was a most disturbing air of discontent among the service personnel in the school. Part of the complaint rested in the inadequate accommodation: there were not enough classrooms and the facilities for staff and students were inadequate. There was the complaint that the pressure of teaching in the classroom prevented the completion of the Course Development

project. The Regular Force staff felt that they were not receiving sufficient warning from RUs about recruits and that conditions at Centralia were being misrepresented. There seemed to be a general air of futility and helplessness in the Unit. One feature which worried the officers concerned was the high CT rate of Centralia graduates, for which they seemed to feel that the school, through no fault of its own, was to blame.

In my view the low morale of the service staff is seriously hampering the school. Whether one can go along with their strictures on Training Command and its attitude to them, is none of the Commission's business, but unless the administrative situation is corrected the effectiveness of the school will be nil very soon. My own feeling is that now the school is not an efficient educational establishment: I am not competent to judge it from a service point of view. The most pressing need is the release of teaching staff from other duties to complete the Course Development and the rerecording of the tapes to go with the new material. This could be a factor in the correction of the morale situation.

Conclusion

The possibilities of Centralia as a language school are good, but for reasons outside the educational province, the school is not performing as it should.

2) HMCS Hochelaga (11 Jan 1966)

HMCS Hochelaga is a shore training establishment in the suburbs of Montreal. It receives ORs, outfits them and sends them for their basic training at Cornwallis, Nova Scotia. English-speaking recruits are sent direct to Cornwallis; French recruits whose tests show considerable lack in English are retained for various periods at Hochelaga.

Course of Study

The English course (of 16 week's duration) is divided into 4 phases: Basic, Intermediate, Advanced, Senior. A recruit can be fed into any stage of the course, or can be advanced or recoursed at any time his class results warrant.

The text books used at present are adaptations of the English texts developed and used at RCAF Station St-Jean. The adaptation consists mainly in removing specifically Air Force terms and substituting Naval terms and situations. Unfortunately they have not kept up with the revisions carried on at St-Jean; they are now dissatisfied with the course and are considering changing to English 900. A full description of the course as it now stands will be found in the section on RCAF Station St-Jean.

One disadvantage, not, however, a serious one, is that the Basic and Intermediate phases are taught according to a fairly new revision while the other two are taught according to an old,

which will not be revised as the whole course is due to be replaced in the near future.

Teaching Aids

There is a small language laboratory with twelve machines and a console. It is as versatile as most language labs, but as the machines are obsolete and giving trouble they are due to be replaced by TRW machines. There are also a number of Philips tape-recorders which are in use as copying machines. These are housed in the training aids section which is separate from the school itself.

The blackboard seems to be the only consistently used training aid in the classroom, and it was not well used either.

There was a small library, mainly orientated towards professional subjects.

Though this had little to do with language-teaching we were rather proudly shown through the training aids section. Here, by a series of photographic and printing processes any chart or slide can be turned out. The original is usually made

up from a sketch by a college process, a printing plate of some kind made by photography and then reproduced. Textbooks are made by typing on offset plates with IBM proportional space typewriters and then the Queen's printer Prints the books. It was noticeable that there were no language training aids being made.

Use of Military Life

As far as possible the training in Military subjects (Drill, etc.) and Seamanship is carried out in English. Apart from this, however, little is done to link in military life with the English course. As at Centralia it is felt that over-emphasis on military atmosphere will militate against effective language-learning.

Teaching Staff

There are 8 teachers on the staff. They are required to have a University Degree, not necessarily in English, however. They are drawn from the Quebec system - being hired, in fact, by the Province for the DND. Assignment of teachers to schools is done by agreement among the representatives of the Forces who sit on the interviewing board. The senior teacher at Hochelaga, who answered most of our questions, described the professional situation under which his teachers and those of other military bases find themselves.

First, the ceiling is \$7500. They do not get seniority increases at the same rate as teachers in the provincial system as this type of post is classed as temporary. Also there is no provision for superannuation or pension plan attached to the job. The third disadvantage is the length of time they are teaching - they get only the normal 3-week civil-service holidays. Later at Station St-Jean the other side of the coin was brought to our notice. A teacher may elect to join the Teachers' Superannuation plan at double contributions: the hours of teaching are comparatively short, giving them the opportunity to carry on with their studies and, as discipline is a service matter, the most nerve-wracking aspect of the job loses its sting. However the balance is against the teachers in the important aspects of job-security and salary, when compared with other members of the profession.

At Hochelaga the teaching day is divided into six 40-minute periods beginning at 8:10 finishing at 2:40. This early finish is designed to attract teachers who are doing degree work after hours. The only extra-curricular activity is filling in reports on students - this is done every week by all who have anything to do with training. The student's time is so full that there is no time for extra coaching, even if it is necessary.

The average teacher-pupil ratio is 1 to 8: 1 to 6 is considered minimum and 1 to 12 the absolute maximum. Some sort of supervision is exercised by the Senior Teacher, but it is irregular and harmless. Another of the Senior Teacher's special duties is Course Development. But with the adoption of English 900 this will probably change.

Though the Senior teacher had been at Hochelaga for 11 years, this year's staff was new. One of the conditions of life at Hochelaga is uncertainty on whether the school is going to shift to Cornwallis or not; hence all of last year's staff left. In any case staff do not remain more than 1 or 2 years. It was fairly obvious from observation of the teachers that most of them were still fairly raw.

Pupils

The pupils are recruits who wrote their selection tests in French. They are ordinary seamen, although I am told that officer material is occasionally channelled into the school by mistake. The students are assigned their places by the Lado and Davis English tests and an Interview with the Senior Teacher, the officer in charge of the school and the officer in charge of training. Those students who are not sent straight to Cornwallis as a result of the tests are fed into the course at various stages

dependent on their standard. Passing out of the school is dependent on a test given by the class teacher and by a personal assessment of his ability to survive in English.

During the course pupils are streamed according to their abilities in English and spend three weeks with one teacher before being handed on. The normal time allowance for the course is sixteen weeks, but two recourses are possible, giving the course a maximum duration of 24 weeks.

I handled a class that was in its 14th week. Aural comprehension and reading were good; but expression was restricted in spite of the fluency of what they did know.

General Comments

The situation at Hochelaga from the morale point of view was satisfactory. However it was felt by both the senior teacher and the Service people that Service appointments to the school could be longer. I also got the impression that the teaching personnel would not be very surprised if the school folded. The general air of uncertainty about the fate of the school is complicated by speculation about the effect of integration on the place. This has not, however, affected morale or efficiency, most of the people concerned having adopted a wait-and-see attitude.

However the attitude of the training staff at Cornwallis was not described in glowing terms. It was felt that the instructors at Cornwallis did not realize that 16 weeks' instruction did not make a bilingual trainee; and that they made insufficient allowances for language difficulties; there were even stories of recruits being put on charge for not obeying a misunderstood order. There is a large wastage rate of French-Canadian Trainees - but Hochelaga feel that they are not to blame.

Conclusion

Hochelaga is generally sound. There is good co-operation between Service and Civilian personnel, but more highly-developed professional skills are needed in the classroom.

3) RCOC Apprentice Training Company

Long Point 12 Jan. 1966

The situation at RCOC Depot, Long Point, is complicated by the fact that English as a foreign language is given as part of a general course to Apprentices who are not up to the minimum education standard required by the Army. The English-speaking Apprentices are dealt with according to the Montreal Protestant School Board syllabus; and the French-speaking according to the Catholic School Board with a very heavy accent on English. Some French is also taught as a sideline to officers.

Course of Study

The Apprentices have a very heavy week - 50 40 - minute periods of which 25 (the morning periods) are spent in academic work and 25 (the afternoon periods) in Military Training. Depending on their level of attainment on entry they can spend one or two years at Long Point before being enrolled as Regular soldiers and sent on to specialist training depots. 15 out of the 25 periods are spent on English. The other 10 are spent on mathematical subjects.

The course is an adaptation of the St-Jean (RCAF) English course. Like the Hochelaga Adaptation this consists mainly in removing Air Force content and replacing it by material

appropriate to the Service arm involved. The oral-aural orientation of the course is modified slightly as the teachers have room to move in the extended course and under the pretext of teaching English do give an introduction to Geography and History. The aim was to give the Apprentices 2000 words a year.

Teaching Aids

There is a Lab of 24 machines and one console. It can be used either as a unit or individual machines can be isolated from the circuit. Sight lines in the lab were good - both to and from the booths and a black board had been put up for teachers' use. Every teacher who taught English used the lab; every student was assigned a machine and given a sheet of instructions. The teacher in charge is expected to exercise very strict control, the student operating each machine on word of command only. As is obvious from the instruction sheet, this is rather complicated lab from both the pupils' and instructors' viewpoint. It seems to be operating quite efficiently and, as yet little really uncorrectable mechanical trouble seems to have arisen.

There are a few other Visual Aids in use. There is an artist's workshop in the camp - a miniature of the Hochelaga set-up. This is engaged in putting charts on Transparencies - but language training aids are only a very small part of their work.

Teaching Staff

There are 7 teachers dealing with the French apprentices, 4 of whom teach English only. They are required to have a Degree. Until very recently men were required - but shortage of teachers necessitated the hiring of female teachers. Much to the interest of the Officer in Charge this seems to have had a beneficial effect. Though teaching experience is not required a quality demanded is "maturity", a very difficult concept to define. Another most important qualification is that they must be Canadian citizens.

They teach a normal load of 6 periods a day, and have ample time to follow university courses, a very important inducement. They have no extra-curricular duties, beyond class preparation if they feel like it. There is a senior teacher who administers the school as an educational institution - he does not touch the military aspects at all. Like the senior teachers elsewhere he gets no extra pay. The teachers do not do any

extra coaching. Even if they were willing to do so it is doubtful whether the crowded curriculum of the school would leave much time for this. Besides the pupils have already had an unsuccessful academic career and they have to be talked into doing academic work in work time. The teachers have to face a motivational problem, and to know how to deal with it.

The quality of the teachers is mainly good. They all seem to handle their classes well with due sensitivity to class moods. They are supervised in that the quality of their teaching is judged on their results and they are seen infrequently by the senior teacher and the forces officers concerned.

Pupils

The pupils are assigned to the various course levels by using the Lado Test, an interview with the senior teacher and school Adjustant, and an examination of their background. This includes school record, home background and anything else that could have a bearing on progress. The Apprentice school operates a fairly normal training year. The language courses are not staggered as in other training establishments. This makes for a stable population and for easier relations between class and teacher. The classes are not larger than 12 and can fall to 9.

I spoke to some of the language trainees in English. Comprehension was good, and so was their expression within a limited range. They had trouble, however, when I spoke at a normal pace. As far as I could judge in the strained situation of speaking to an official visitor, they seemed quite willing to speak English if it was put to them slowly and carefully. Whether they could follow normal training was doubtful. They would require quite careful and tactful handling.

General Points

As far as the academic side of the school was concerned the Civilian head teacher seemed to have a very large measure of control. He seemed to bear responsibility for most of the Organization of classes, teacher assignment and teacher supervision. Of the five senior teachers we saw he definitely had the most power.

The teaching is carried out in converted living quarters. This has certain disadvantages: - The rooms are long and narrow and in a couple I saw lighting was not good. Reverberation and sound coming through walls was likewise a problem. Movement of students is difficult because of the layout of the buildings and the length of the corridors.

Conclusion

This school is quite efficient and seems to be doing a fairly good job of training.

Royal 22nd Regiment. Compagnie des Langues 13-14 Jan.

The language school of the Royal 22nd is housed in the Citadel at Quebec. French-speaking recruits for all corps are passed through this Depot, spending between 28 and 40 weeks there in learning English. The French course is about 5 months and is given to Officers and NCOs of all arms.

Course of Studies

a. English

The English course is a fairly flexible one. Its maximum length is 30 weeks, taking into account those who are recoursed. The official time for a full course is 19 weeks, which can, however, be shortened for those who already have some competence in English.

The course is based on Let's Speak English (Wevers, Thiell and Robertson) with mimeographed material to supplement the exercises. The nineteen weeks is broken by 5 series of oral and written tests, which determine whether a student is to be recoursed or advanced. Translation techniques are used quite frequently to reinforce the Oral-Aural teaching and part of the periodic tests consists in oral translations of French into English. The reverse type of translation has no place in the course. A student's aural skills are drilled by running all classes in English.

b. French

The School uses Voix et Images de France, 1e and 2e degré. It is supplemented by ALM, which supplies structural drills that VIF lacks. The mixture seems quite satisfactory.

Teaching Aids

There are two language labs - each of 24 machines, installed in 1963. Each has a two-place console with a record turntable attached and have the capabilities of most labs. However Dictaphone Corporation who installed the lab, have since gone out of the language laboratory business. At least 4 of the 48 machines are out of action and professional servicing is just not being done.

The English lab is handled by one teacher only, while the French lab is used by the teacher handling the class. Individual use of the machines is frowned on unless there is a teacher present.

Quite considerable use is made of Visual Aids in the classrooms. There is a very free, if at times unskillful, use of the blackboard. For conversation lessons large photographs and charts are used. Teachers prepare their own visual aids.

It is a pity that an artist's section like the one at Long Point is not available. Where visual aids for any sort of training are really considered necessary they can be ordered through Headquarters in the usual Army manner. However cost becomes a factor, as does the time necessary to get the materials.

There is no pupils' library apart from the normal teachers' collections of books.

Use of Camp Life

The language trainees are organized in a separate Company. The French-speakers, being recruits, are housed in barracks in the Citadel itself. There is no compulsion to speak English - though many do. However, even before they reach the language company they have had some introduction to English. After the first two weeks' introduction they are given the first 7 week phase of their basic military training, in French but with all terms in English. As this is a French regiment most of the day to day business is carried on in French and, unlike bases elsewhere English is not used to any great extent.

The students of French are in a different position. Being more senior men - in some cases NCOs and Officers with ten years' or more service, they are placed with French-speaking

families in the town. Completely unilingual families are preferred for obvious reasons. Thus reinforcement of classroom work comes from an environment outside the depot. I did not think it tactful or wise to question these men on language use in the Sergeants' Mess. From my own experiences in the Officers' Mess both languages were used indifferently and I can only conclude that the situation in the NCO's mess was similar.

Teaching Staff

On the English side there are 19 teaching staff, on the French, 5. The teacher who has been the longest at the Citadel is, in the usual manner, designated Senior Teacher, and is charged with the organization of his particular Wing i.e. assigning classes, supervising testing, plugging gaps in the course. They are hired under the same arrangement with the Province as teachers elsewhere, requiring the same qualifications. This means that the Commandant has, on his own responsibility, guaranteed permanence and grants, where he considers it warranted, applications for study leave.

The Royal 22nd does not train its teachers. They go through a short familiarization and observation period before being assigned to a group of pupils.

Of all the military bases the Citadel gives its teachers the heaviest load. Besides the teaching load of 28 periods a week they are asked to prepare special teaching materials and to take turns in supervising and assisting at an evening study session organized by the Captain in charge of the Company. From all points of view this was the most attractive group of teachers we saw. Indeed the strength of the Citadel school lies in the excellent relationships between civilian and service staff, and in the personalities of its teachers.

On the whole the staff is somewhat younger than elsewhere, and while it is difficult to fault them on teaching technique and on class handling, I felt that some of them lacked the instinctive precautions teachers take to avoid talking with one's back to the class and to make sure that no one member of the class ever felt he was forgotten. One rather grave problem that the young teachers fluffed and the older people handled well was the reverberation in the rooms. The classrooms were small rooms with vaulted ceilings. The reverberation problem was, of course, increased by pitch and volume of voice and with one teacher in particular who taught in an unnaturally loud voice, the acoustic results were fascinating and varied as I moved round the room.

I was interested to see the spread of nationalities on the English side. A native Irishman headed the team which was a mixed bunch of Americans, French-Canadians and English Canadians. The French side was headed by a Frenchman, the rest were French-Canadian.

The civilian staff seem fairly stable, though one girl confessed that another round of VIF-I would drive her mad. There is, however, a fair turnover in service personnel. The present Officer in charge of the Compagnie des Langues is an Artillery Officer due for replacement in March. He, in turn has been in this post only a few months. The Service establishment is some lieutenants short - but this does not seem to be troubling them. Teachers are given a few days to familiarize themselves with the work and then take over. They are not supervised very closely. On my asking about this it seemed to be almost taken as a suggestion.

Pupils

a. English

The pupils are recruits for units other than the Royal 22nd. On arrival at the Depot they spend 2 weeks in kitting and in undergoing English tests. The tests used are

the Davis and the original Princeton tests. The Lado test is considered unsuitable because it is orientated towards Spanish speakers, and is a fairly complicated thing to administer. The intercalation of 7 weeks Military training gives the Staff time to do the desk work of correcting the tests, assigning pupils to classes and classes to teachers.

The class size varies between 6-14 with about 8 being considered ideal. Quite extensive recoursing is possible, if necessary. There are very few who drop out of the School.

b. French

Alternate NCO and Officer courses are held in French - at present the men who go on course are volunteers. I spoke to a couple doing the 2e degré. Their French was sound and fluent but their pronunciation was not good. This seemed to be a general pattern in all the French classrooms visited, and one might add, in every other place where VIF was being used.

General Points

Language teaching in the Citadel is in a very healthy state. The Service personnel are interested in the work and the civilian personnel are efficient and very likeable. The main

difficulty is the physical plant - the stone-walled classrooms with the barrel-vault ceiling produce very interesting echo effects - given the right kind of voice. At some expense the two language labs have been damped down with a level plywood ceiling which is satisfactory but expensive.

Student and Staff facilities are good - from the point of view of work - space and recreational facilities.

RCAF Station St-Jean 18-19 Jan. 1965

St-Jean is an Air Force equivalent of the Citadel - it takes in recruits from the Province of Quebec and trains them in English to fit them to take trades training. The French course is given to Officers and Senior NCOs.

Course of Study

a. English

The entire English course must be taken by all trainees. It falls into 4 Phases, numbered in the latest revision Introductory, A, B, C, but corresponding exactly to the 4 Phases of the older revisions in use at Hochelaga and Long Point.

The course is divided up into units, each of which is a day's work, that is 4 classroom and two lab periods. In the first three phases the vocabulary is selected according to Thorndike's list, with certain additions of military vocabulary. This is about 2000 words. This takes the first 18 weeks of the course. The last 3 weeks are spent on a 700 word technical vocabulary. These words were selected on the Basis of common use in various trades in the Air Force. The students each have the text of the course in front of them in mimeographed and bound form. The teachers have a version of the textbook with a teaching guide attached. Each step and procedure of the course is well laid out.

Each unit contains a reading exercise and grammar and vocabulary drills. Translation is not used as a teaching aid at all - meaning is taught by definition and context. Grammar is taught by various completion and variation drills. The emphasis is on Aural-oral skills. Writing does not come into the course until quite late. As befits a language course fitting a man to follow training, comprehension skills are heavily emphasized. The Trainee's receptive skills are to be at a native level by the end of the course - his oral expression at 60% native ability and his writing skills minimal.

The course is being continually updated by a small research division headed by a Flight Lieutenant. Civilian teachers are seconded to this work in rotation. The reference library they have at their disposal is small, and orientated towards Structural linguistics. There are also sample English courses of various types, from the formal to the most informal, elements of which appear in the course as it stands at the moment.

b. French

This course is offered only to Officers and Senior NCOs. It is divided into 3 grades. The most elementary used VIF 1^e degré only. The second uses elements of VIF with extra material produced by the research division. The third uses a programmed course developed at the school.

Teaching Aids

The language laboratory facilities are quite extensive and specialized. They are disposed in 4 rooms. There are 60 positions of which only 12 or so have recording units in the booths. These machines are the ordinary Dictaphone model seen elsewhere. The other units are headphone and microphone sets, linked to consoles. The upkeep is in the hands of service technicians who are very competent. Despite the fact that the lab machines are Dictaphone models no trouble was reported with them.

The use of visual aids is very highly developed. Charts were very much in evidence, and in the lessons I saw the blackboards were well used. Other Visual aids like projectors and movies are also used as needed. There are, however, a few complications. The OC of the school has asked for miniature plastic models of things like car and aero-engines. There are such models on the market which can be quite easily taken apart for demonstration purposes. However on the OC's request for these materials a cut-away aero-engine was sent to the school. It is far too heavy to be manoeuvred successfully in the school and one wonders when it is going to go through the floor. However, there is also a cut-away version of a No. 4 rifle

mounted on a demonstration tripod which would fit in very well with one of the later lessons in the Technical section. This is portable and can be easily used to supplement textbook illustrations.

VIF is taught with all the equipment normally required in the course.

Pupils

a. English

Every new entrant who fills out his RU Forms in French is tested for standard in English. The Davis and Lado tests are used to determine competence in reading and oral comprehension. If the Recruit passes these two tests he is given an interview to determine his oral expression ability. Recruits competent in English ^{to} passed on/the Manning Depot, the others are streamed into one of the 4 streams.

- a. Regular: 21 weeks
- b. Accelerated: 13 weeks
- c. Special Accelerated: 9 weeks
- d. Decelerated: 27 weeks

In the last course only 1 recourse is allowed; in the others there is no recoursing as such: students who are struggling are put down a stream. Those who consistently fall below standard are asked to go.

Among the many impressive things at the school, the bearing and the discipline of the recruits stood out. I was interested to see them just before a class standing at ease in a single line against the wall without blocking traffic while waiting for a class - this I did not see elsewhere.

b. French

As at the Citadel the students are officers or Senior NCO's, selected on a volunteer basis.

Teaching Staff

The teaching staff are civilian teachers hired under the same conditions as elsewhere. On arrival at the school they are taken in hand and given a fortnight's refresher course in teaching techniques and are introduced to the material they are to use. As practitioners I found them impressive but they did not have the personality of the teachers I had met elsewhere. While the classes were under good control I felt that certain of the younger teachers were unnecessarily sharp with their students. How much this was due to strangers in the room I don't know. However I did see at least one of the older teachers whose teaching was quiet and sound. He was one of the few whose instinctive reactions to a teaching situation were good. His class was placed

within easy turning distance from the blackboard and not one pupil was outside a fairly narrow arc of attention. His use of the acoustics of the classroom was excellent.

There are at present approximately 30 teachers on strength on the English side and 5 on the French. There is quite close and effective supervision of all teachers. They are observed once a month by the Phase Officers and anything unsatisfactory is pointed out to them. Failure to correct this is followed by another warning and a short training course on how to get over the difficulty. A third consecutive bad report brings a written report to the teacher giving a month's warning to smarten up. Failure to comply entails dismissal. There was one last Christmas.

Though there is no dissatisfaction with the job itself there is plenty with the working conditions. A deputation of teachers who spoke to us were not happy with the salaries or with the provision for superannuation plans. There was also dissatisfaction with the role and status of the Phase Officers - it was felt that these should be civilians. One of the most surprising complaints in view of the excellent organization was that as service appointments are usually for 3 years only they felt that the service officers could not take an interest in what they were doing. Both Mr. Forbell and myself found this

a rather staggering claim. There was the feeling that teaching was something special, outside the experience of any service personnel. This I do not agree with. Though the training in the subject is special in itself, there are only a limited number of ways of importing skills - especially under Service conditions and requirements - and it seems to me that Service personnel who are trained instructors are as competent as any Headmaster (and these are not necessarily language people) to administer a group of language teachers.

Administrative Staff

The Service Staff looks after purely administrative matters: timetabling of rooms, pupils and teachers; discipline; assessing and guidance of pupils and teachers. It was notable that while we had been guided around other schools with the help of the chief civilian instructors, in St-Jean we were looked after by the Service heads and came off as well informed.

The kernel of the system is the Chief Instructor and Phase Officer complex. There is a Chief Instructor in charge of each language, a Flight-Lieutenant who is directly responsible for the efficiency of each side of the school. The Phase Officers are Flight-Lieutenants whose function is primarily to counsel the

Recruits in Service matters. An essential part of their duties is a monthly visit to every teacher's room to see how he is performing and to measure up his pupils' results against his performance. The course of action taken in the case of sub-standard teaching has already been detailed. The Phase Officers also administer and mark the Tests which are set (with the assistance of the teaching staff) by a special Testing and Research Section.

The Testing and Research section is responsible for the production and issue of all teaching materials. In collaboration with the Chief Instructor on both sides of the school, it prepares modifications of the courses in progress. Contact with the realities of the classroom is kept through the participation of teachers in research development.

There was no talk about staff shortage and the establishment seemed adequate for the work it was doing.

General

The impression left by St-Jean was one of efficiency between and good feeling/Recruits, Service staff and Civilians. Of all the language schools visited it was the best. Likewise it had

few complaints about factors outside its control. It was good not to be regarded as a heaven-sent excuse to air difficulties and grievances or as a brain to be picked. The school knew precisely where it was going and how to get there.

Collège Militaire Royal de St-Jean Jan. 19-20

CMR is a case on its own, quite separate from the five language schools already discussed. It is part of the Canadian Services Colleges, a group of three colleges which acts in the manner of a federated university. The only college offering the full four-year bachelor's course is RMC at Kingston. Royal Roads at Victoria, B.C. gives the first two years of the course and CMR also gives the first two years with the addition of a Preparatory year which is the equivalent of a Senior Matriculation. French and English Officer cadets are accepted on a 60-40 ratio.. As far as the language teaching aim is concerned it goes far beyond the utilitarian, attempting to arrive at near-native fluency in both languages and to give to the learner some of the cultural background a native-speaker takes for granted.

Courses of Study

The options offered in English and French are to be found in Appendix I which is a photostat of the relevant pages of the English calendar.

In the courses of English as a second language English 900 has been integrated into the course. V.I.F. is used in the elementary courses of French as a second language but in September

1966, the French department will be trying out Le Français International (U of Montreal). A control group will be kept on V.I.F. to assess the relative effectiveness of the two courses at various stages. It is interesting to note that, as far as languages are concerned, French and English cadets do not follow the same courses, even if an individual may be fluent enough in the other language to benefit from a course given to his native counterparts.

The courses in language, both first and second, have two aims. The first is the purely utilitarian one of perfecting the 4 skills in both languages. It is noticeable that the written aim becomes more important as the cadet progresses. The other aim, and probably the more important, is giving students from the other culture a firm acquaintance with the intellectual baggage an educated man carries round with him. It is here that the real foundation for a proper understanding of the other culture is laid.

In the teaching of the mother tongue there are two entirely different approaches. In English the approach is mainly literary and on the linguistic side purely synchronic, i.e. it is not interested in language history. The British bias of the literary studies is also very noticeable and contrasts with the American bias of English as a foreign language. In

French the approach is a little less literary but more attention is paid to Canada. The linguistics taught has a diachronic bias. For the senior cadets there is an excellent course in Romance Philology which culminates in a treatment of Canadian French and its development. In line with the traditional French approach to language much more attention is paid to correct and elegant speech than is the case with English.

Staff

As is usual in institutions of University and College standing the Staff are picked primarily on academic qualifications. The aim is to have everybody with a doctorate. However out of an academic staff of about 80 at present 21 have doctorates, and an undisclosed number are working towards the degree. In the language department there are 5 doctorates, 4 in English and one in French. The staff are expected to teach efficiently and also to carry on research as in an ordinary university. I was struck by the youth of the senior men I talked to in the Language departments. With few exceptions they were under 40, and a good many of them in their early 30's. They are hired on the same basis as staff in a University.

From the staff-lists it is obvious that the staff of the French Department are native speakers while that of the English Department is the usual mixed bag of English-speaking, and French-speaking with an Armenian at the head of the department. This is in line with the general tendency in French Canada to insist on native speakers to teach French at all levels and not to worry too much about the provenance of English teachers. M. Pigeon told me that they had recently discussed a Slav whose French had a strong Slavic tinge in both pronunciation and Grammar.

Pupils

The pupils are Officer-Cadets of the three Services. They can enter the college at two points. Those with Junior Matriculation or its equivalent go into the Preparatory Year; Those with Senior Matriculation, depending on their school standing, go into the first year which corresponds with a similar year in the other two colleges. For College entry the students have to pass an entrance exam, consisting of tests on elementary Algebra and Geometry and a test in their mother tongue consisting of an essay and a précis.

The foregoing had, of course, little to do with grading the pupils for second-language courses. In French they are graded on the G.G.M. battery; In English the usual Lado complex of tests is used. The academic framework does not allow the flexibility of recourseing that obtains elsewhere. However a student who fails his year can repeat once. For the quality of the candidate they get at CMR the prospect of sudden death is a stimulus more than a cause for despair.

Teaching Aids

Unfortunately the Commission's visit was badly timed from this point of view. They have a small language lab at present with fairly old but workable equipment. A new lab is just about to be installed in a special wing of the building - all we could see of it was empty rooms and technical specification of circuits and mountings. There is going to be a lab of 60 machines and a multi-programme console. The old lab will be kept to use in improving the use of the mother tongue.

The library was small, but good. It was well-laid out and had the normal borrowing facilities of any University library. As one might expect, all aspects of language were well covered. I did not see any visual aids as such used in the classrooms, beyond what was required for V.I.F.

Use of College Life

The first fifteen days of every month are known as the English fortnight in which the day-to-day business of the College, is carried on in English; the rest of the month is the quinzaine française, in which French is used. Classroom teaching is mainly in the first language. The relevant regulations are laid out in appendix ~~ff~~ 16-30; 16-31. We were there during the quinzaine française. Certain of the cadets I spoke to expressed some scorn of the classroom programme, claiming that the most efficient way to learn French was in the dormitories. The accents of some of them showed that this was indeed correct.

As far as possible a cadet is roomed with a cadet who speaks the other language, and the training squadrons are made up of cadets of both languages. All clubs are likewise open to cadets of both languages.

Bilingualism Awards

The authorities very forcibly drew over attention to the Bilingualism Awards. There are two grades shown by gold and red lanyards, worn on left shoulder. It is impossible to reach any position of authority without holding at least a red lanyard. At the time of writing 7 cadets (including one

English-speaker) hold gold lanyards, 74 hold red. These awards are given for ability in both languages and willingness to use them in appropriate circumstances. Their award is not irrevocable - they can be taken away for refusal to obey the rules governing language use within the college. They are open only to 1st and 2nd year people. The procedures governing awards are laid down in App. II which is a reprint of the relevant sections in the cadet's manual.

Apparently RMC (Kingston) is considering instituting the same system and CMR cadets have permission to wear their lanyards when they pass on.

Future Developments

A full-scale phonetics research lab is planned, and teaching space has been set aside for it. Its aim is to give students an idea of what physical activity is involved in the act of speech and to lay a base for the understanding of differential phonetics. The equipment to be installed is mainly electronic - oscillographs, sonographs and other tools of acoustic phonetics.

The two language departments are to be realigned in the near future by forming a Department of Second Languages. This new department would group the staff who are at present engaged

in teaching French and English as Second languages without losing touch, it is hoped, with their colleagues who teach the first languages. This is still in the planning stage and no date is set for the change-over.

A subject of more pressing concern to everybody, from the Commandant down, was the addition of a 3rd and 4th year to CMR. Despite the unfavourable reception the idea has received in official quarters, CMR seems to take it for granted that further close examination of the problem will bring about a change of attitude. From the language point of view it was felt that an extra two years would serve to root in the second language really well. However this is not the place to argue out a matter that has proved contentious and whose advantages and disadvantages are fairly evenly matched.

Standard of Teaching

Examination of students' scripts and essays showed a fair standard of work was attained. Those that I saw were well set out, well reasoned and the research had been done on them in a scholarly manner. Teachers' marks on the work were careful and comprehensive. In the senior years the standard of language used was good, even from those who were operating in a

second language. The improvement over entry exams was especially marked in the French cadets. French is, of course, much more formal in its approach to written language than English.

The standard at CMR is excellent.

Summary and Suggestions

1. Course of Study

a. Length

In the language schools the time devoted to language is too short to really learn the language; but any lengthening of the course would adversely affect a man's seniority, which does suffer already because of the extended period of the French Canadians training.

I would recommend that the first training period should be left at 18-24 weeks and a refresher course of about 3 weeks given when a soldier passes from T.G. 1 to T.G. 2. In this way a soldier's seniority would not be too seriously affected and he would get a refresher course at a time most effective for recall and least damaging to his professional interests.

b. Texts

If the Armed forces are to continue making their own courses according to their own needs, the present system will have to be centralized. To a great extent it is centralized already with three schools using the same English course. But there is at present much duplication of time and effort; the situation at COS (Centralia) over the unfinished course is an extreme example of what can happen. I would hesitate to suggest handing this matter over to C.M.R. They are not equipped to handle the work involved. The team at RCAF Station St-Jean seem to be quite well set up to do research for all the schools.

c. Language Labs

After installation all equipment should be maintained by electronics technicians from the Regular Force. Tape-recorder installations are well within their scope and this would solve some of the trouble with Companies like Dictaphone.

d. Visual Aids

Where Visual Aids are needed they should be discussed and produced by a Training Aids section of the type of that at Hochelaga. Teachers should be made aware of their importance.

2. Teaching Staff

a. Engagement

To correct abuses already noted in the employment of teachers, considering that Provincial syllabuses are nowhere fully applied, Teachers should be hired directly by D.N.D., given permanence of employ after a year's probation, and a salary recognizing seniority, qualifications and skill.

b. Supervision

The system of supervision of teachers as applied at RCAF Station St-Jean should be maintained and extended to all language schools. There is nothing to be gained by appointing civilians as Phase Officers: they would not be qualified to judge the military side.

c. Training

Where possible teachers with permanence of employ should be allowed and encouraged to attend refresher courses in Training Techniques in both Service and Civilian establishments.

Pupils

- a) The advantages claimed for the manner of handling pupils at the Citadel should be further assessed. From many points of view the delay between kitting the recruits and beginning Language training is a good idea:
 - i The teaching staff are given time to grade and assign recruits.
 - ii The recruits have time to get used to the army environment before being presented with a new language.
 - iii The short refresher course in Military subjects at the end of the course will over-compensate for any forgetting due to the fact that one is relearning motor and intellectual skills within a comparatively short time after the first learning.
- b) As the recruits and apprentices have been given merely minimal language skills they should be handled later by bilingual instructors. This does not mean that I consider that Forces training should be in French, but that explanations in French should be available.

c) Officers and NCOs who are reasonably certain that they will be handling French men, should/given courses in French. The advisability of using VIF only should be reassessed to see whether it would be advantageous to introduce a written component into the course to help fix the language by kinesthetic and visual means.

Placement of Language Schools

I would suggest placing language schools in centres like Quebec and Montreal for the following reasons.

- a) Easier recruitment and holding of good teachers
- b) As the French-Canadian detests being removed from his environment, placing language schools in French metropolitan areas would help him make the transition to Service life a little more easily. It would also give the English-speakers learning French a chance to pick up French from the environment, if French-Canadians will speak French and not broken English to them.

For motivational reasons,

- c) French and English should be taught in the same school. The knowledge that somebody else is having an equal amount of trouble learning the recruit's own language might help to lessen any resentment at being forced to learn the other language.

